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PSYCHOLOGICAL AND PEDAGOGICAL PROBLEMS OF DEVELOPMENT OF THE PROFESSIONAL'S PERSONALITY IN ENVIRONMENTAL EDUCATION

This article addresses the problem of training professional ecologist as a person capable of dealing in active and creative form with environmental issues leading to ecological disasters. This problem is of highest importance today due to the common ecological situation we observe over the whole planet. Such situation is called «ecological crisis». In order to find successful decisions to the above issues we need to train a new type of specialists combining professional knowledge in environmental field and their personal characteristics allowing them to involve all the necessary resources to solving the problem.

Modern civilization is characterized as a civilization of consumers who live beyond their means, as evidenced by global pollution of the environment, the reduction of biological diversity, climatic changes, depletion of certain types of resources and other changes in our livelihoods. The aggressive consumer behavior that is common to all cultures of our civilization has brought us about into conflict with human cultural values and laws governing functioning of the biosphere. Ecological education is called upon to promote new values and solve various environmental challenges. In the long run such training aims at transiting from a consumer society to a society where each person can be a member of natural community. The main cause of ecological crisis is a mismatch between laws of social and economic development of the society and laws of biosphere evolution; thus understanding of social and nature development laws may serve as a platform for the entire system of environmental education. To succeed in this process, the future specialist must acquire biological knowledge and master some of the humanities sciences, which will foster shaping not only ecological thinking, but also environmental culture.

Ecological crisis is a reversible process and possibility of restoring the disturbed nature still remains should the laws of socio-economic development of our civilization are brought in line with laws of the biosphere evolution. In this context, the role of university environmental education increases, and the cornerstone in this

process is awareness of nature and nature management laws. Such education aims at bridging the gaps between the above-mentioned two bodies of knowledge. Consequently, the tasks of environmental education should not be limited to training of specialists capable of solving only technical problems, but to touch upon a whole range of value and cultural aspects, as shown by the global experience accumulated by our civilization over the entire period of its development. When choosing any concept of the educational process, it should be borne in mind that the willingness of a student to study and his/her desire to learn is one of the key factors in achieving success. Professional skills also play a great role in this process, along with personal qualities of mentors, choice of means, approaches and methods of teaching.

At present, it proves incontrovertible that the main goal of education is not only to teach a student in a body of professional knowledge, but also to shape him/her as a creative person with an active citizenship, capable of taking his/her own decision in different social or professional situations. Human person is a central focus of social disciplines; identity of a person defines him/her as a carrier of an individual principle that can be fully realized in the context of social relations, communication and professional activity. An environmentalist often has to deal with situations where he/she has to take a non-traditional but correct decision and know how to convince his/her opponents correspondingly. Such an approach in training an environmentalist appears to be an important and necessary part of university education.

In a university, students are provided with all the conditions necessary for constant acquisition of new knowledge and skills contributing to development of their professional competence.

Any competency consists of three main components:

- cognitive, determining the level of knowledge base and intellectual development of a student along with his creativity;
- integrative and active, determining the possibility to use the gained knowledge and ability to put the above skills into practice;

- personal, determining the attitude of a person (motives, goals, attitudes) to the activities carried out and having a significant effect on dynamics of the competence development.

As a result of professional education, student should acquire some integrative social and professional skills. Such skills can be defined as a holistic social and professional competency of a person, his\her individual, integrative and newly developed qualities, manifested in his\her responsiveness to challenges that need to be addressed in standard and especially non-standard ways. Social and professional competence of an individual is shown in his\her actions, activities, and behavior. This is fully applicable to a professional environmentalist, who due to the nature of his/her work has to constantly face complex and unusual situations in which he\she must show his\her personal and professional qualities.

Therefore, issues of development of the relevant personal qualities are very important in university training aimed at acquiring the necessary degree of freedom in professionals' actions and behavior, as well as his\her ability to bear personal responsibility for them. Realization and enshrining of vital values take place in the process of a person professional improvement.

Programs of university training of a professional environmentalist and programs of his personality development are aimed at self-discovery of a person as a carrier of an individual principle, revealing his interests and abilities, aspirations, self-awareness, unfolding in the context of social relations, communication and professional activity. It is also taken into account that the personality expresses the integrity of stable properties and qualities formed on the basis of his\her biopsychological makings, which are being constantly enhanced and depend on a system of connections and relationships within the groups in whose lives the above person participates. In the university, students turn out to be involved in a professional environment, where all conditions are created not only for gaining professional knowledge, but also for ensuring students' constant self-improvement. The need for self-understanding and manifestation of one's own individuality is not only a natural characteristic showing the development of an educated and creative

person, it also has its own social norms, especially in an era of instability and crisis of society. Accordingly, one of the most important principles of the university education is step-by-step movement of students to their self-learning taking into account educational needs of self-development. The process of students' self-development in the education system is both extremely difficult and necessary, since it is related to the needs of this individual, his\her goals and life values, self-affirmation and a number of other qualities that give individuality to a person. These qualities can also include worldview positions with regard to issues of nature management and desire to bring them to attention of colleagues and all interested parties.

In conclusion, we can note the following. Human intervention in the biosphere processes in the twentieth century exceeded their adaptive capacity. From this it follows that sustainable development of our civilization is possible only taking into account the biosphere laws, and in this regard humanity must adopt the paradigm of continuing environmental education, thereby making practically every person a participant in the self-educational process throughout his life. Thus, environmental education can be implemented as a social human activity.

Educational programs, on the basis of which students are trained, should be flexible enough in view of the ever-changing environmental situation. In this regard, the set of disciplines studied should also be periodically reviewed in order to make possible changes. Moreover, all the necessary adjustments and additions to the teaching methodologies already used should be made in a timely manner.

In addition it should be noted that it is necessary to take into account the desire and ability of the student to work with the proposed information, as well as his\her determination to withstand the ever-deteriorating environmental situation in the world. These qualities, namely, desire and determination, can also be formed during the learning process through properly developed teaching methods.

In conclusion, it is worth emphasizing once again that with the right approach, the current situation can still be changed, provided that we need to start working today. Good luck to all of us in this complex and important task!